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version in Old French. Four out of the six MSS. of this version. ("Als y lay in a winters night"; see especially MÄTZNER, 'Altenglische Sprachproben' i, 90 ff.) which are known to be extant are here printed side by side, with variants of a fifth. The Royal MS. 18 A x. having been already published by Prof. VARNHAGEN himself (*Anglia* ii, 229 ff.) there was no need of reproducing it here. Notwithstanding this seemingly ample material for a critical edition of the M. E. version, circumstances such as the existence of considerable *lacunae* in the most trustworthy MSS. and the fact that the dialect of the original composition, although evidently Midland, has not been more nearly fixed, have deterred LINOW from the undertaking.

As to the problem respecting the relation of each version to others treating the same theme, a problem of peculiar interest in the case of these debates, the M. E. poem presents fewer difficulties than others of the class. It is obviously based upon the Latin 'Visio Philberti' (see E. DU MÉRIL, 'Poésies populaires latines,' Paris, 1843, p. 217 ff.), although LINOW (p. 10 ff.) is doubtless right in connecting individual touches here and there with passages in the 'Un Samedi par nuit.' The parallelisms, to be sure, are not so close as to make necessary the hypothesis of direct exploitation of the Old French original.

In this connection, as bearing upon the whole subject of the origin of debates between soul and body, we may further remark Prof. VARNHAGEN's very important discovery (p. 1 ff.) of a short passage in the Talmud in which a Roman Emperor is reported to have said that, at the final judgment, body and soul might each lay the blame of sin upon the other, inasmuch as the body might say: "The soul committed these sins: since I have been separated from the soul I have been lying in the grave like a lifeless stone"; and the soul might say, for its part: "The body committed these sins: since I have been separated from it, I know no passion and soar as free as a bird in the air." LINOW observes a very just caution in hesitating to assume at once a connection between this passage and the versions of Western Europe. It is not at all improbable that no relation of dependence exists be-

tween them; nevertheless, Prof. VARNHAGEN's discovery is not the point of least interest in this valuable dissertation.

It only remains to be noted that Sir THEODORE MARTIN's fine paraphrase in modern English (Spenserian stanzas) of the M. E. version according to the Auchinleck MS., is here reprinted, as an appendix, from the publication in which it first appeared, viz., 'The Song of the Bell and other Translations from Schiller, Goethe, Uhland and Others' (Blackwood and Sons, 1889).

J. D. BRUCE.

Centre College.

CORRESPONDENCE.

THE PHONETIC SECTION.

TO THE EDITORS OF MOD. LANG. NOTES.

SIRS:—All persons interested in the study of pronunciation are invited to become members of the Phonetic Section of the MODERN LANGUAGE ASSOCIATION of America by sending a dollar to the Secretary. Unless twenty-five or thirty dollars are subscribed, the Phonetic Section cannot carry on its work of investigation.

C. H. GRANDGENT,
Secretary.

19 Wendell St., Cambridge, Mass.

CORRECTIONS IN VOL. V.

Col. 450, l. 18, *for* Merovæus *read* Meroveus.

" 452, " 20, " gems " germs.

" 452, " 29, " Chlodowig " Chlodoving.

" 453, " 1, " Hinglaucus " Huiglaucus.

" 456, " 16, " presented " preserved.

" 457, " 3 (bottom) *for* Charlemagna of tradition gathered, etc., *read*: The Charlemagne of tradition gathered up the glory of his predecessor and endowed the gathered glory with, etc.

BRIEF MENTION.

Dr. C. H. OHLY's 'Manual of German Composition' (London: Williams & Norgate) contains a general introduction of about 100 pages dealing with the most common difficulties which a beginner in translating from English into German is likely to meet, and about 100

pages of material suitable for translation, provided with a vocabulary for each extract. The introduction is characterized by the stress which is laid on all matters of real importance and by the absence of unnecessary details, as well as by well chosen examples illustrating each rule. The first part of the material for translation consists of a number of short anecdotes—which gives rise to the question whether such anecdotes with constantly varying vocabulary and the point of the story often hinging on the correct idiomatic translation of a single phrase, are really easy material. The second part consists of extracts from MACAULAY'S "Frederic the Great." Upon the whole, the book appears to be, in general plan and in execution, an improvement upon its predecessors.

Of M. HEYNE'S 'Deutsches Wörterbuch' (see MOD. LANG. NOTES v, p. 28) the second *Halbband* has appeared, thus completing the first volume. As a curious omission we notice *Frühzeitigkeit* 'precocity' ('andere Frühzeitigkeiten in Abricht auf Gedächtnis und Kombination,' Goethe, 20, p. 33, which, strangely, may be found in several of our smaller English-German school-dictionaries. It is to be hoped that the remaining parts of the work will follow as promptly as this issue.

Prof. SUPER adds to Heath's "Modern Language Series" an edition of ALFRED DE MUSSET'S 'Pierre et Camille,' accompanied by judicious notes.—The same house sends out ANATOLE FRANCE'S 'Abeille,' with notes few in quantity and of inferior quality by Mr. C. P. LEBON of Boston. This text, which will be welcomed by those who have charge of children's classes, serves, unless we are mistaken, to introduce this entertaining author to the American school-room.

It is with pleasure that we call attention to "School Document No. 14" (1890) of the Boston High Schools, containing a "Synopsis of French and German Instruction" as prepared by the Director, Prof. C. H. GRANDGENT, 19 Wendell St., Cambridge, Mass. The "General Remarks" preceding the program of the three years courses for French and German are so excellent that we give them here in full:

In modern language courses the efforts of teachers are naturally directed mainly toward enabling pupils to translate French and German at sight, and, ultimately, to read these languages without the interposition of English.

In order to gain the necessary vocabulary, a great deal of ground must be covered: reading must therefore be rapid. A mistaken idea of "thoroughness" may cause the waste of much valuable time. Sight translation should begin at the very outset of the first year's course, and should always form an important part of the work; it should proceed as briskly as possible, the teacher lifting beginners over hard places, and showing them how to find their own way through the rest. All passages of an abstruse or technical nature should be skipped, or translated by the instructor: not a moment should be lost in contending with difficulties that have no necessary connection with the language. As long as English versions are made, teachers should insist upon idiomatic English. Pupils often think that their foreign author is "silly": this opinion is generally due to the fact that they see him only through the medium of their own stilted or meaningless prose. Every endeavor should be made to interest scholars in the subject-matter, to make them regard their text-books as literature, not as language-mills; if a story or play moves in an unfamiliar sphere, the surroundings (including the influence of foreign customs and ideas) should be briefly but intelligibly explained beforehand; references to matters unknown to the class should be made clear; the beginnings and ends of lessons should coincide with natural breaks in the narrative. The chief object of our modern language courses is, as has been said, the ability to read French and German; but to do this reading intelligently, the student must know more than the definitions of the words he sees; he must be able to imagine the phrases coming from the lips of a Frenchman or a German—he must know how they sound to a native hearer, and how they put themselves together in the mind of a native speaker. Something that approaches this knowledge can be acquired by practice in pronunciation, conversation, and composition. Aside from set conversational exercises, the foreign language should be used as much as possible in the class-room. In the first year the pupil can catch by ear the names of familiar things and many common phrases; during the second he ought to form sentences himself; and in the third the recitations should, if the instructor has a practical command of French or German, be conducted mainly in that language. In teaching foreign sounds great care must be taken lest the scholar confirm himself in bad habits: uncorrected pronouncing is as bad as none. As often as may be, the beginner should speak the sentences immediately after

the teacher; a very little careful practice of this kind will do more good than any amount of original pronunciation by the pupil. The reading aloud of the French or German text should, in the lower classes, follow rather than precede the translation; otherwise it will be done blindly. A thorough acquaintance with the leading facts of grammar is, of course, a necessary element in the acquisition of a foreign tongue. Grammatical abstractions should, however, not be forced upon the pupil too early. Difficulties can best be overcome by taking them one at a time. In studying language the three enemies that the novice must encounter are pronunciation and spelling, vocabulary, and grammar: singly they can be mastered; united they are likely to prove too strong. Teachers are, therefore, advised, during the first third of the beginners' year, to devote the recitation hour mainly to sight reading, calling attention to the most important points of grammar as they occur. For his prepared lessons the scholar would meanwhile be learning by heart the inflections of the language, and reviewing the translations made in the class. The rules of grammar and the exercises illustrating them should not be formally studied until the pupil has, by some three months' reading, gained a little insight into his French or German. Grammar exercises consisting of German or French sentences to be translated into English are to be done with the books closed, the scholar repeating the original sentence after the teacher, and then turning it into English.

For details in practically carrying out these suggestions, teachers should communicate with the Director, whose address is given above.

In its monthly publication the *Open Court*, the Open Court Publishing Company of Chicago has presented to the public numerous articles touching the fundamental problems of speech-life, from the psychological point of view, which are of deep interest to the special readers of MOD. LANG. NOTES. These papers, when they constitute a series, have been frequently collected and re-issued in a handy book form that makes them suited to a wider range of individual tastes than that to which the journal as a whole may appeal. We have already noted some of these issues, such as 'The Psychic Life of Micro-Organisms' by ALFRED BINET (cf. MOD. LANG. NOTES, vol. iv, p. 223), 'The Science of Thought' (*ibid.*, pp. 93-94), and 'Three Lectures on the Science of Language' by F. MAX MÜLLER (*ibid.*, vol.

v, pp. 61-2); and we have now before us another publication in the same series: 'The Psychology of Attention' by the well-known investigator of psychic phenomena, TH. RIBOT, of the Collège de France. The researches as given in this little volume (octavo, pp. 121, price 75 cts.) bear upon the mechanism of attention, which is regarded as simply "the subjective aspect of the physical manifestations that express it." The author examines into the genesis of general ideas, discusses the morbid forms of attention—the most interesting chapter of the work—and places before us a clear and succinct outline of a subject that has hitherto been neglected by psychologists. Compare in connection with this work an interesting article on "The Physiology of Attention" by CH. FÉRÉ, in the *Revue philosophique* for October, 1890.

Prof. C. M. GAYLEY of the University of California, and Prof. F. N. SCOTT of the University of Michigan, have published in the form of "Library Bulletin No. XI" (Univ. of California) 'A Guide to the Literature of Æsthetics.' It is a systematized bibliography of Æsthetics, based on the works accessible in the libraries of the Universities to which the compilers belong. The titles of the chief divisions adopted are: (1) "Æsthetic Doctrines," (2) "Subject-matter of Æsthetic Theory," (3) "The Fine Arts [except Literature]," (4) "Literature," (5) "Criticism," (6) "Miscellaneous." The usefulness of these lists is obvious, and many teachers will be glad to know that the "Bulletin" will be supplied by the librarian at Berkeley, Cal., at the nominal price of five cents per copy. Teachers of Rhetoric are also to be made aware of another guide prepared by Prof. SCOTT: 'The Principles of Style: Topics and References' (Ann Arbor, the Inland Press, 1890). The "Prefatory Essay," on the principles of style, and the "Notes" heading the biographical lists, are to be commended for the exposition of the true end of such study, and for indications of how best to proceed in the case of particular topics. Constructed on a similar plan is the third pamphlet of this series, 'Æsthetics, its Problems and Literature' (The Inland Press), which is also written by Prof. SCOTT.

RYLAND'S 'Chronological Outlines of English Literature' (Macmillan & Co., 1890) illustrates the successful execution of a good plan. The "annals" of English Literature are here arranged in parallel columns, and in chronological order from the earliest times to the year 1889. The compiler may be said to have drawn a "map" of the chief events in this long history; his work is, moreover, clearly and conscientiously done, the special care and study bestowed on the determination of dates particularly deserving thankful acknowledgment. The "heads" of the parallel columns are explanatory: "Year; Works Published; Biographical Dates; Foreign Literature; History; Annotations." This first division of the work is followed by an alphabetic list, embracing more than one hundred pages, of "Authors and their Works," which serves the double purpose of an index and a supplement to the "Outlines." The teacher and the student of English literature will find that this book justifies the use of the much-abused expression, that a real want has been supplied.

DE VIGNY'S 'Le Cachet rouge,' edited with Introduction and Notes by PROF. ALCÉE FORTIER, is the latest number of "Heath's Modern Language Series" (Boston: D. C. Heath & Co.). It consists of some thirty-three pages of text, taken from the author's 'Servitude et grandeur militaires' (an episode of the volume on the duty and honor of the soldier) and of eighteen pages of notes. The latter are of the kind rapidly growing in favor—less grammar and more translation—and are indeed to be blamed, if at all, for translating too much. The tendency will be, in this tacit agreement of editors to leave the syntactical difficulties to the instructor in the class-room, to encroach on the province of the lexicon, through the desire to carry the student over as much ground as possible. To modify this bent we can recommend the occasional treatment of points in historical grammar, such as Prof. FORTIER has given. (Paper, 20 cts.)

"Das Studium der Romanischen Philologie" (Zürich, Orell Füssli & Co., 1890, 8vo, pp. 48) is the title of an interesting *Antrittsrede* by Prof. HEINRICH MORF on his entering upon the duties of the chair of Romance languages

in the University of Zürich, to which he was recently called from Berne. The writer has treated here especially the language side of his theme and placed himself on record with reference to certain fundamental questions of principle and method which must present themselves to every one who is leading others into lines of independent linguistic work. He passes briefly under review the teacher's relation to the *Prinzipienfragen der Sprachwissenschaft*, to the subject of phonetics (including pronunciation), dialect, Folk-Latin and the predominant study of older forms of speech (here Old French) to the detriment of that of the more modern products.—For the first point the writer supports strongly the doctrine of SCHUCHARDT,¹ PAUL² and others, "dass die Sprache nur im Menschen und zwar nur im Individuum wirklich existirt, und dass alle sprachlichen Vorgänge sich nur im Individuum, in der Individualsprache vollziehen."³ After urging that every teacher should be sufficiently familiar with the physiological production of sound to be able to analyse the sounds of a foreign language and compare them with the corresponding sounds (if such exist) of his own language, the author shows how important a factor of living speech the correct imitation (pronunciation) of the foreign phonetic elements must be:

"Da 'ein Wort unrichtig aussprechen' heisst: mit dem Begriffsbild desselben ein falsches Klang- und Bewegungsbild verbinden, und da Klang- und Bewegungsbild einen integrierenden Bestandtheil des Wortes ausmachen, so verletzt also ein Aussprachefehler ein vitales Interesse der Sprache." With this philosophic view of practical phonetics the writer's emphasis of dialect study stands in close relation, and he takes again⁴ the opportunity of pressing here the claims of a subject which he declares to be "die beste Schule in angewandter Phonetik," and adds with reference to the combined in-

1. 'Vokalismus des Vulgärlateins' 1, 98.

2. 'Prinzipien der Sprachgeschichte' 17.

3. In opposition to this view, cf. the criticism of this discourse by GASTON PARIS, *Romania* xix, 637: "le langage est une fonction sociale, et le parler individuel n'est qu'une transaction et une fusion perpétuelles entre des éléments internes et externes."

4. "Die Untersuchung lebender Mundarten und ihre Bedeutung für den akademischen Unterricht," a paper read before the thirty-ninth *Versammlung Deutscher Philologen und Schulmänner*, 1887. Cf. MOD. LANG. NOTES vol. ii, p. 213.

fluence of the two *disciplinae*, phonetics and dialects: "Man darf mit Recht von ihnen sagen, dass sie dem Sprachstudium frische Kraft und neues Leben zuführen werden." In accord with this sentiment, the study of old French should be relegated to a secondary place in the university curriculum, or at least should not hold the prominence which it at present has in academic training, while modern living forms of language should constitute the centre about which the student's energies should be concentrated.

The first number of the *Educational Review*, edited by Prof. NICHOLAS MURRAY BUTLER of Columbia College, has reached us, and fulfils the expectations aroused by preliminary announcements regarding its high standing in educational journalism. The contents of this issue are divided into contributions proper, discussions, editorial, reviews, and education in foreign periodicals. The original articles include "The Shortening of the College Curriculum," by Danial C. Gilman; "Fruitful Lines of Investigation in Psychology," by William T. Harris; "Is there a Science of Education?" I, by Josiah Royce; "The Limits of State Control in Education," by Andrew S. Draper; "The Herbartian School of Pedagogics," I, by Charles De Garmo. The reviews constitute an important feature of the journal, including ten works, to which almost one fourth of the reading matter is devoted. We welcome the newcomer, and express our wish that it may have brilliant success in the missionary field which it has entered with so great energy and promise. (Subscription price \$3 per year of 10 months: *Educational Review*, Henry Holt & Co., Publisher, 29 West Twenty-Third St., N. Y.)

Two remarkably good compendious French-English and English-French dictionaries, which were already favorably known in England and France, have recently been put on the American market and are sent to us for notice: Heath's 'French Dictionary' (heretofore known as Cassell's, but now owned by D. C. Heath & Co., 12mo, pp. xviii, 1122; price \$1.50), and Bellows' 'French Dictionary,' which has just been brought out in a new dress by Henry Holt & Co. (12mo, pp. xiii, 600; price \$1.25). The latter is a reproduction

in larger print (apparently by photographic process) and in plain binding, of the exquisite and wonderfully compact little 32mo edition, which has already won golden opinions from many who were only too willing to lavish its weight in gold on a gem of a booklet in full morocco, cream-laid paper, and gilt edges. Almost the only serious defect that can be urged against either of these dictionaries is the somewhat trying type with which they both confront the eye of the learner. Heath's dictionary, as its greater bulk would indicate, has something of an advantage in the direction of completeness, while Bellows' is not only small enough, still, to make a distinct appeal in favor of portability, but has also a more elaborate series of tables, together with various ingenious and even "patented" devices for the benefit of its votaries. No matter which of these dictionaries the student of French may procure for handy use, he will be surprised and delighted at the wealth of material compressed within so small a compass and furnished at so limited a cost.

'The Cortina Method to learn Spanish in twenty lessons, intended for self-study or for use in schools, with a system of pronunciation based on English equivalents, for assuring a correct pronunciation,' by R. De La Cortina, M. A., Graduate of the University of Madrid (New York: D. Appleton & Co. 1890. Small 8vo, pp. viii, 400), proves upon examination to be, on the whole, a better book than one would naturally expect from its clumsy, *ad captandum* title, or from the further assurance of the preface that "it simplifies learning greatly by studying it, as John Locke remarks, 'without the *drudgery* of grammar,' but introduced *from time to time*, and, as Erasmus advised, '*kept within proper limits*.'" The method is in the main judiciously empirical, but with occasional intermixture of systematically arranged grammatical information. That the work is "up to the times" is shown by such illustrative sentences as *El señor Blaine es ahora el Ministro de Estado*. It is not often that the author goes so far afield as on page 104: "From the imperative of *haber* the only person in use is *hé* . . . in the sense of *to possess, to see, and to be*; as, *hé aquí á su amigo* here is your friend (lit., here you have

your friend),"—*hé aqui* being, in fact, etymologically similar to French *voici*. There is a chapter of interesting reading-matter entitled "Viage por España," with topographical notes and a handsome inset map of Spain and Portugal. The book is provided with a good index (but no table of contents), and in general make-up is creditable to the publishers.

From the Librairie Hachette & Cie come two 16mo companion volumes, the 'First Spanish Book—Grammar, Conversation and Translation,' with a list of words to be committed to memory and full vocabularies, (pp. xii, 242) and 'First Steps in Spanish Idioms,' containing an alphabetical list of Idioms, explanatory notes and examination papers' (pp. vi, 117), by A. M. BOWER, Ph.D., and Prof. Don EDUARDO TOLRÁ (Boston: Carl Schoenhof). The authors' "chief aim has been to produce a small work, which, owing to its low price, may enable a student of the slenderest means to pursue the study of this useful and graceful language"; and these little compends are of a grade to meet the needs of teachers and pupils not over-exacting in their requirements. With that genius for the unpractical which is now and then encountered among the makers of text-books, the alphabetical arrangement of idioms is according to the leading *Spanish* word in each idiom, thus successfully precluding the very object aimed at, viz., the use of the list for reference in the preparation of the English exercises, which are the only ones given in the book.

The 'Romans choisis' published by W. R. Jenkins: New York (Boston: Schoenhof), are increased by No. 16, 'l'Homme à l'oreille cassée' by EDMOND ABOUT, the second of this author's works in the series. The usual excellence of type and paper prevails.—The same firm continues its series of HUGO's novels with 'Les Travailleurs de la mer,' published in one thick octavo volume of 562 pp. (\$1.00). We may remind our readers that this completes the strictly first-rate novels of HUGO, 'Les Misérables,' in five volumes, 'Notre Dame de Paris,' in two, illustrated, and 'Quatre-vingt-treize,' in one, having preceded it. They form thus both the best and most portable edition of HUGO's fiction published in any country, and we most heartily congratulate the publishers on the success of their labors.

OBITUARY.

OCTAVE FEUILLET.

OCTAVE FEUILLET, who died the last week of December, was born in 1821 at Saint-Lô (Manche). After following the course of study

in the Lycée Louis-le-Grand at Paris, he devoted himself entirely to literature, and appeared first before the public in a novel 'Le Grand Vieillard' (1845), which he wrote together with BOCAGE and AUBERT, under the pseudonym Désiré Hazard. This narrative, published in the *National*, was followed by various plays, written likewise in collaboration in 1845 and 1846. They met with indifferent success. His true manner he found after striking out for himself, in his well-known 'Scènes et Proverbes,' written for the *Revue des Deux Mondes*, after the fashion of MUSSET, but treating of the more wholesome side of life in such a way as to earn for their author the title of the *Musset des familles*. Many of these sketches, as "La Crise" (1828), "Rédemption," "Le Pour et le Contre," "La Clef d'or," "Le Village," "Le Cheveu blanc," were prepared later for the stage, or were originally intended for it. Dramatic works of more pretention are "Dalila" (1855) and "Montjoie" (1863), the former a *drame*, the latter a comedy. In novels, 'Onesta' (1848) in the *Revue nouvelle*, and 'Bellah' (1850) in the *Revue des Deux Mondes*, preceded by several years the great success of 'Le Roman d'un jeune homme pauvre' (1858), soon dramatized, and the hardly less popular 'Histoire de Sybille' (1862). About this time honors were bestowed on him. Elected to the Academy in 1862 in place of SCRIBE, nominated to the Legion of Honor in 1863, he was appointed librarian of the palace libraries of the Empire, and when the government changed in 1871, was offered but refused, an emolument as a writer. In 1867 appeared one of his strongest novels, 'M. de Camors,' whose tragic climax was repeated later in 'Julia de Trécœur' (1872). More quiet but not less attractive is the tone of 'Le Journal d'une femme' (1878). The last years of FEUILLET, saddened by family bereavements, are reflected in the gloomy tone of his novels, as 'La Morte' (1886). His most recent volume is 'le Divorce de Juliette' (1889), which was to be followed by "Honneur d'artiste." The general trend of the works of FEUILLET is what may be termed "romanesque." Of a delicate, refined nature, emotional in thought while retired in life, a prey to extreme nervousness, which finally shattered his health, he avoided in the main the realistic views of human existence and sought refuge in the realm of romance. He wrote especially for the society of the Faubourg St. Germain, and gained its favor by his elegance of diction and of phrase. Throughout his writings he seems to have steadily aimed at moral teaching, based on modern manners as he found them. Neither profound nor broad in his delineation of social life, he yet brings to his work the same notion of chivalry which was applied to other times and lands by one of his favorite authors, WALTER SCOTT.

F. M. WARREN.